 

**Holy Cross Pupil Premium Strategy Statement 2020-2021**

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| **Summary Information** | | | | | |
| **School** | Holy Cross: A Catholic Voluntary Academy | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £25,210 | **Date of most recent PP review** | April 20 |
| **Total No. of pupils in school.** | 154 | **Number of pupils eligible for PP**  **Number of pupils eligible for FSM** | 14  14 | **Date for next internal review of this strategy** | Jan 21 |

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| **Current attainment** | | |
| **2018/2019** (last national figures available) | **Pupils eligible for PP at Holy Cross** | **Pupils not eligible for PP nationally** |
| % achieving ARE in reading, writing and maths | 60% | 71% |
| Progress scores in reading | +0.25 | 0.32 |
| Progress scores in writing | +1.46 | 0.27 |
| Progress scores in maths. | -4.17 | 0.37 |

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| **Planned budget expenditure 2020-2021** | | | |
| **Description** | **Focus Area** | **Amount** | **Comment** |
| Drop off club/Afterschool Clubs | Improving levels of attendance. Making access to school as easy as possible. | £1000 |  |
| Walk to school | £500 |  |
| Provision of a school EWO | £900 |  |
| Accelerated Reader Programme | Improving academic outcomes in areas where progress has not been in the expected band.  Using targeted interventions and booster sessions to close gaps in learning through 1:1 and small groups. | £2500 |  |
| White Rose maths scheme | £400 |  |
| Access to technology | £6,000 | Facility to loan equipment where home learning is necessary. |
| Intervention programmes and QFT | £15,000 |  |
| Forest School Provision | Curriculum enrichment. Ensuring pupils have access to a broad curriculum. | £1960 |  |
| Swimming | £400 | If COVID restricts this area this will be relocated to QFT and interventions. |
| School trips/visits | £350 | If COVID restricts this area this will be relocated to QFT and interventions. |

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| **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| In-school barriers (issues to be addressed in school, such as poor oral language skills) | | |
| **A.** | Poor language skills and vocabulary. | |
| **B.** | Accelerated progress. | |
| **C.** | Low self-esteem and resilience | |
| **D.** | Readiness to learn (attendance, arriving to school on time, having had breakfast, correct equipment to access the curriculum) | |
| **External barriers (issues which also require action outside school, such as low attendance rates)** | | |
| **A.** | Home support – Language barriers and parental confidence to support learning resulting in disengagement with homework due to lack parental support. | |
| **B.** | Lack of opportunities for the children to read and be read to and a lack of a reading culture. | |
| **C.** | Pupils have limited life experiences. | |
| **D.** | Parents anxiety around children attending school during the current COVID outbreak. | |
| **Desired Outcomes** | | |
|  | **Desired outcomes and how they will be measured** | **Success Criteria** |
| **A.** | All PP children to be in school regularly.  Attendance data available and reports from the EWO where intervention is required. | Children will not have any gaps in their learning due to absence. Children will have access to all in school support so that progress can be as good as possible. |
| **B.** | PP children to be in school on time and ready to learn.  Registration information. Reports from EWO where intervention has been necessary. | Children enter school with their peers in an organised and calm way and are ready to be introduced to the tasks of the day. They have the equipment they need to access the curriculum. |
| **C.** | PP children make expected levels of attainment and progress in all areas of the curriculum.  Assessment data highlights attainment and progress.  All teachers have this as a target in their PM. | All children are on track to make expected or accelerated progress from their starting points. |
| **D.** | All PP children have access to a wide range of accurately levelled books for their ability level.  Children take regular star tests, have targets set and have their progress towards their targets monitored regularly by their class teacher. | All PP children make expected levels of progress towards reaching the expected end of year level for their age group.  Children enjoy the variety of books available and are eager to read. |
| **E.** | All PP children have access to a maths scheme where progression of skills is clear, where there is a range of challenging activities and where all pupils are supported to work at mastery level. The scheme has a clear and supportive structure enabling blended and home learning to take place successfully where needed.  All staff have regular CPD enabling knowledge of structural changes to the scheme and addition of new material | All PP children make expected levels of progress towards reaching the expected end of year level for their age group.  Children enjoy the variety of activities and are knowledgeable about how to improve their maths skills and knowledge.. |
| **F.** | All PP children to have access to technology to support home learning.  Equipment set aside that can be allocated when needed. | Children are able access the same curriculum and teaching opportunities at home as they would have in school should they be forced to self-isolate. |
| **G.** | All PP children are given the opportunities as well as additional opportunities needed to reach the government target of being able to swim 25m before the end of their primary school career.  Assessment during swimming session identifies where PP children are successful or where additional sessions, outside of their age group are needed to reach the minimum expectation. | Opportunity provided for PP children to attend additional swimming sessions so the 25m expectation is reached. |
| **H.** | Regular forest school sessions are provided throughout the school year.  Training provided for a school member of staff to plan and deliver high quality forest school sessions to the whole school. | All PP children develop a love of the outdoors and their well-being is improved by being in the fresh air and active. This improves their overall health. |
| **I.** | PP children have access to cultural and educational settings outside of the school that they may not have access to otherwise. This broadens their life experiences and supports and widens their academic learning.  Pupil voice will demonstrate their enthusiasm and excitement for the places they have visited and their desire to attend them again in the future. | Children are exposed to places of culture and learning in their local area and further that they may not ever have visited. |

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| **Planned expenditure** | | | | | |
| **Academic Year** | **2020-2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| **1. Quality of teaching for all.** | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| To improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups. | Setting aspirational targets at start of academic year so class teachers are aware of children who have the potential to achieve highly.  Quality first teaching for all pupils with rapid catch up for any pupils not making expected progression in lessons each day.  Catch up curriculum in place for reading, writing and maths.  Introduction of reading comprehension strategies for whole class and shared reading.  Reading books to be purchased that will challenge the more able readers and support the less able. AR to introduce a competitive element to reading and meeting a personal challenge.  Use of White Rose resources to supplement and stretch the more-able | Children identified through regular analysis of assessment data during PP meetings.  EEF –‘Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.  Dfe requirements to ensure that gaps in learning are identified and targets set for catch up.  Children’s reluctance to choose books to read as a past time or for enjoyment.  The decline of time spent reading at home.  Assessment data demonstrating a lower than national average of pupils working at greater depth in maths. | Monitoring of books, assessment data and where possible classroom observations.  Pupil Voice and reaction to choosing books. | HT  SLT | Half termly |
| **2. Targeted support** | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| Pupils with SEN and barriers to learning to meet expected progress targets in reading, writing and mathematics. | Nurture group TAs to work under the direction of the teacher delivering targeted support in line with targets set by SENCO  Intervention areas identified by class teachers and short catch-up sessions delivered by TAs with return to class and QFT to happen quickly. | Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time limited programme is used. | Regular assessment of the children. Pupil attainment and progress will be monitored termly and reviewed at pupil progress meetings. SEN reviews with pupil and parents to discuss progress and targets. | HT  SLT  SENCO | Termly/ongoing |
| Pupils with SEMH to make expected levels of progress. | In conjunction with teachers, parents and the SENCO identify small steps targets that will ensure progress and the ability of the child to access the curriculum regularly. | SEMH - A student’s emotional wellbeing significantly impacts their ability to make progress and reach full potential at school. | Regular assessment of the children. Pupil attainment and progress will be monitored termly and reviewed at pupil progress meetings. SEN reviews with pupil and parents to discuss progress and targets. | HT  SLT  SENCO | Termly/ongoing |
| PP pupils with low attendance to have as many barriers to attending school removed as possible | Provide support before and after school for pupils to be looked after. Make it as easy as possible for children to be at school before it begins and looked after past the normal school closure time allowing parents to work. | Some PP families not valuing the importance of education and attending school regularly. | Attendance data indicating that key families are being supported and encouraged to attend as well as free attendance at morning drop off club. | HT  SLT | Termly/ongoing |
| **3. Other approaches** | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff Lead | When will you review implementation? |
| PP children with increased access to enrichment activities beyond the academic curriculum. | Membership of the national trust as well as the choice of high quality visitor attractions to broaden children’s experiences. This will include experience of working and visiting places of Higher education. | Many PP students have limited ambitions for later life or knowledge of what is available in either their local or national areas. | Each topic area has specific enrichment opportunities planned. | HT/SLT | Termly/ongoing |
| PP pupils to have achieved the minimum swimming requirement securely. | Where the requirement is not achieved in Year 3 then attendance is repeated in following year groups. | Many PP pupils do not swim for recreation or pleasure out of school and therefore skills are not practised or maintained. | Assessment at the end of a swimming session will highlight the need and parents approached before the next round of catch up is due to begin. | HT/SLT/ PE PLT | Termly/ongoing |

| **Review of previous year’s targets (these are mostly incomplete due to COVID 19 and most targets have been subsumed into the 20-21 targets)** | | | | |
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| **Activity** | | **Success Criteria** | **Support** | **Impact/Next Steps** |
| **Attendance** | **Walk to school**. Facility for parents to drop children early in a spacious area where they can park. Free of charge. | More children taking up the offer and arriving in school on time. | Staff costs to run the facility taken from PP funding is £1550 pa | COVID lockdown from end of March interrupted the PP strategy provision.  Walk to school excellently attended and extra staff required to run it. |
| **Early Birds**. At a cost of £1.50 parents can drop children at school from 8am without having to book in advance. | All families have the opportunity to get children to school early and therefore to improve attendance as well as get to work themselves without the need for childcare. | PP children can take up the offer free at no charge to the school. Should a disadvantaged child wish to access a place this would be at a cost of £285 PA | 20-30 children attending each morning and PP pupils targeted to attend. |
| **EWO.** The school employs an external Education Welfare Officer to monitor attendance across the school. She has the power to fine and take legal action against non-attending families. | Families whose attendance has previously been an issue will see an improvement in attendance data. | Paula will support families to realise the importance of their children being in school regularly and will act on declining statistics with letters and visits. Her cost per year is £250 | Overall attendance of PP children is % |
| **Curriculum Enrichment** | **Enrichment breadth**. In planning as a team ensure that there is a range of activities and visits. This includes opportunities for the arts as well as places. | By the time children leave our school they will have experience of the wealth and diversity that is in the area of the midlands as well as the history and culture that bigger cities close by have to offer. They will know that all of it is accessible for them. | Trips and memberships subsidized where a need is seen and this will be on an individual base as well as a whole school need. | Trips suspended during the lockdown period but before that the outside trips were to Warning Zone (internet safety), New Walk museum (the Egyptians) as well as PP children attending music club, fencing club, Bletchley park and Calke Abbey stately home. |
| **Parent inclusion**. Invite PP parents to help with school trips when they are available. | Widening parental experience of activities that support learning so that they are more likely to get involved with their own family. | This will create no cost to the school. | Parents accompanied all trips. |
| **Pupil Premium Passports** that detail how PP children will be supported in school. | The teacher, child and parents in agreement as to how best support individual children’s learning. | Cost of out of class cover for teachers and SENCO to prepare and monitor the PPP as well as time to discuss with parents. | These were not completed in full. |
| **Supporting family expenditure.** Through an individual discussion on the PPP agreement is sought on what is needed at home to support homework and access to school for example: uniform, books EYFS pack, stationary packs, website/book/magazine subscription, entry to events and experiences that support learning. | Pupil will have the resources needed to come to school ready to learn, have homework completed and take place in activities that have enabled them to widen the knowledge learnt in school. | Cost determined by individual need. | Support packs given to all pupils and in particular where gaps were identified. Again progress and attainment was hampered by COVID and the full effect of the provision was unable to be collated. |
| **Forest School**. The provision on site for all children to learn outdoors a new set of skills and deepening knowledge. | All pupils to know that they can be successful in working with their hands, cooperating, being collaborative and solving problems in a context other than the classroom. | Cost per annum is £760 | All children have had access to forest school sessions and these have been beneficial with pupils who struggle with SEMH. |
| **Trips** out of school to support topic knowledge learning and to put knowledge in context. | Children engaged in learning and excited to explore further, creating memories of good experiences; locking learning in long term memory. | Approximately £420 from the PP budget. This varies from class to class and from year to year depending on the trips arranged but is based on each PP child attending one trip as well as a residential experience once in their school career. | Trips suspended during the lockdown period but before that the outside trips were to Warning Zone (internet safety), New Walk museum (the Egyptians) as well as PP children attending music club, fencing club, Bletchley park and Calke Abbey stately home. |
| **Reading** | **Variety of books available.** We will audit all of the school’s books to ensure that they are of good quality and there is a good variety of books at each level. | Children are able to read a number of books at their given level and they will tell us this during discussions. | New books will be bought where there are gaps identified. Cost as yet unknown until audit complete. | The AR programme was successfully installed and rolled out in school and pupils uptake of reading has improved including their enthusiasm. |
| **Parent inclusion**. Invite parents to hear about the new Accelerated program once it has been established and their children are familiar with it. | Parents will feel empowered to support their children’s reading and will have the skills needed to encourage them to read more. They will be knowledgeable about how the program works. | This will create no cost to the school. | This had to be done on line, but parents saw the benefits as it could be accessed at home during the lock down ensuring that structured reading was available for all pupils. |
| **Teachers reading class books**. Teachers will be guided to choose books that provide a balance of good literature and that also supports and links to learning across the curriculum | Children enjoy what they are hearing and as a result their vocabulary is widening. Progress will be seen in reading comprehension and within pupils writing. | Literacy lead to support staff in their choice of books. | A schedule of books to be read was created ensuring genres were diverse. Lockdown impeded its development fully. |
| **Pupil Quizzing.** By reading more children will quiz more and will be rewarded by reaching personal targets | All children will be working towards achieving a personal target. They will be supported by their class teacher who will monitor their progress and adjust their target when necessary. | Teacher and subject leader to support the allocation of targets along with ongoing training for teachers by the AR team. The next phase of delivery will be to enable parents to access the program at home. | Pupils were enabled to continue quizzing whilst school was closed to all but Key pupils and books were changed for pupils so reading could be maintained at home. |